DOCUMENT RESUME

ED 066 170 LI 003 802

AUTHOR	Eggleton, Richard Burke
TITLE	Library School Student Associations: A Profile.
INSTITUTION	North Carolina Univ., Chapel Hill. School of Library Science.
PUB DATE	Aug 72
NOTE	72p.; (4 References)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Group Activities; Group Relations; Group Structure; *Library Associations; *Library Schools; Questionnaires; *Student Organizations

ABSTRACT

A search of the literature of librarianship reveals that very little has been written concerning library school student associations. Two questionnaires were designed; one to be sent to the deans or directors of American Library Association accredited library schools; one to be sent to the presidents of student associations at American Library Association accredited library schools. Each questionnaire contained questions which were identical, and questions that would be answered only by the group receiving it. The questions explored three broad categories in relation to library school student associations--(1) structure, (2) activities, and (3) relationships. The report is presented using each of these categories as a chapter; questions are presented, results noted and analysed. A summary section presents a composite picture of the present situation of library school student associations. (Author)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 066170

LIBRARY SCHOOL STUDENT ASSOCIATIONS: A PROFILE

by

Richard Burke Eggleton

A research paper submitted to the faculty of the School of Library Science of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Master of Science in Library Science

Chapel Hill
August, 1972

Approved by:

_____
Adviser

LI 003 802

ED 066170

RICHARD BURKE EGGLETON. Library School Student Associations: A Profile. A Research paper for the M.S. in L.S. Degree. August, 1972. 69 p. Adviser: K. Shearer

A search of the literature of librarianship reveals that very little has been written concerning library school student associations. Two questionnaires were designed; one to be sent to the deans or directors of American Library Association accredited library schools; one to be sent to the presidents of student associations at American Library Association accredited library schools. Each questionnaire contained questions which were identical, and questions that would be answered only by the group receiving it. The questions explored three broad categories in relation to library school student associations---(1) structure, (2) activities, and (3) relationships. The report is presented using each of these categories as a chapter; questions are presented, results noted and analysed. A summary section presents a composite picture of the present situation of library school student associations.

LI 003 802

TABLE OF CONTENTS

INTRODUCTION..... 1

METHODOLOGY..... 4

STATISTICS..... 8

PROBLEMS AND CAUTIONS..... 9

THE QUESTIONS..... 11

Chapter

I. STRUCTURE OF STUDENT ASSOCIATIONS..... 14

II. ACTIVITIES OF STUDENT ASSOCIATIONS..... 28

III. RELATIONSHIPS OF STUDENT ASSOCIATIONS..... 31

SUMMARY..... 49

APPENDIX..... 52

BIBLIOGRAPHY..... 69

INTRODUCTION

The need for research on library school student associations is beyond question. Searches in the indexes and abstracts of librarianship (Bibliography of Library Economy, Library Literature, Library and Information Science Abstracts) reveals that very little has been written on the topic. Searches through the catalogs of area libraries, and the book catalog of the School of Library Science of Columbia University show this same dearth of material on student associations at library schools. What has been written are reports on special ad hoc groups of students formed to meet specific problems or crises. The scope here is related, but much broader.

The aims were threefold: to gather information on: (1) the current organizational structure of library school student associations and problems which appear to be a function of that structure; (2) the kind and regularity of activities sponsored by library school student associations; (3) the formal and informal relationships of library school student associations with the faculty and administration of library schools.

With regard to the structure of student associations, the research tried to ascertain what type of govering structure was favored by library school student associations.

Other areas of investigation were: (1) the financial circumstances of the associations, (2) committee memberships held by students; (3) how much help is given by the library school administration in the way of the material needs (ex. space, supplies, etc.) of the association; (4) the authority of deans over student associations; and (5) how student association officers are nominated and elected.

Concerning the activities of student associations, an attempt was made to discover the range and number of activities sponsored by student associations during the past school year (1970-1971). This time period was used so that a better judgement of the current status of the student association as reflected in its activities could be found.

In connection with the relationships of student associations, the research attempted to detect the attitudes of student association leaders and deans of library schools toward each other, and their attitudes toward the role of student associations in library schools.

Ad hoc student groups formed at library schools are covered very indirectly. Respondents were queried as to whether any such groups had been formed recently, the name and purpose of the group, and the relationship of the new group to the official student association and the library school administration. The main thrust of this section was to find out if these groups had been formed because of some perceived or real defect in the regular student organization.

As noted earlier, the literature found dealt with ad hoc groups at library schools and was of little direct use. It did, however, give the researcher ideas for questions and therefore indirectly contributed to the research. A bibliography of those articles is appended at the end of the report.

METHODOLOGY

Realizing that there are literally hundreds of educational programs in library science in this country, the study was limited to those programs accredited by the American Library Association (hereafter ALA). This was done for several reasons. First, the resources of the student researcher were limited, as no outside research funds were obtained. Secondly, schools accredited by ALA would offer the advantage of a certain degree of likeness. All would be graduate programs which would have to meet standards set by ALA. This is not to say that the group is very homogeneous, but that it is the most homogeneous group one could arrive at without gathering much previous information on the respondents. An official ALA list dated Feburary 1971, was used as the source for schools and addresses. (see American Libraries pp. Feb. 1971)

The main vehicle of the research was two questionnaires. One questionnaire was designed to be sent to the deans of the library schools, the other to the presidents of student associations at library schools. These two questionnaires contained many of the same questions, the approach being to ascertain the attitudes of each group and the validity of the answers to certain factual question. Each of the questionnaires also contained different questions which

were included because they could be best answered only by the group receiving that particular question. Questions only on the dean's questionnaire were questions numbered 8, 13, 14. Questions only on the president's questionnaire were questions numbered 16, 17, 19, 20, 21, 27. All other questions were paired on the two questionnaires, though the numbers do not correspond. Both questionnaires are appended at the end of this report.

The questionnaire for the deans was mailed during May of 1971. The deans were asked to fill out and return the questionnaire. They were also asked to fill out and return the postcard included. On this postcard they were asked to write the name and permanent home address of the student (or ex-student) who is (or was) president of his school student association during the greater part of the 1970-71 academic year. If no student association existed at that particular school, the dean was instructed to fill out only the first part of the questionnaire. This method was used for several reasons: (1) if no student association existed at a school, then it would not be necessary to send a questionnaire for the president of the student association. It might have ended up on the dean's desk and caused confusion, since it was very similar to the dean's questionnaire; (2) it was felt that the response rate of the presidents would be greater if their questionnaire was addressed to them personally, rather than a title; (3) it would be important to reach the presidents who had served some time in

office, not newly elected presidents, if the answers to the questionnaire were to be useful; (4) it would prevent any major consultation between the dean and the association president in providing answers. It is for these reasons that the questionnaire for the presidents was not sent to a title but to an individual named by the dean. This did raise several problems, the worst being the failure of some deans to return the postcard even though there was a student association at their schools. They did return their questionnaire, from which the existence of a student association could be fathomed, but neglected to return the postcard with the name and permanent home address of the association president as specified.

As noted before, if the school did not have a student association at that time, the dean was asked to fill out only the first four questions on his questionnaire and return it to the researcher. These questions asked if there had ever been a student association at that school, the cause of its demise if one had existed, and the dean's opinion of student associations. The deans at those schools having student associations were instructed to skip questions numbered 2 and 3 since these questions were intended for those schools not having student associations.

As the postcards were received from the deans, the questionnaires for the president of the student association at that school was mailed to the individual named by the dean.

A cover letter accompanying each of the questionnaires assured both groups that the data gathered would be used only to project profiles and would not be publicly connected with schools or individuals.

STATISTICS

The population consisted of 53 deans (see: ALA list of accredited library schools Feb. 1971) of whom 46 (86%) returned the questionnaire. Of these 46, 41 reported having student associations; 5 reported not having student associations. Thirty-six of the deans reporting student associations returned the postcard as per instructions; 4 failed to return the postcard; 1 postcard was returned too late to be used. Of the 36 questionnaires sent to the presidents, 26 were returned (72%).

PROBLEMS AND CAUTIONS

The research was not without its problems. They limit the usefulness, but do not by any means make it worthless.

Question number five on the deans' questionnaire was worded:

"What is the enrollment at your school?"

a. Full-time equivalent ____

b. Real full-time ____

c. Part-time ____

The researcher thought that it would be useful to compare the results by size of student body, in order to see if this factor had any significant effect on the answers. It was also hoped that some comparison might be made between those schools with large numbers of part-time students and those with few part-time students. It was only after the questionnaires were already in the mail that the problem with this question was realized. Due to the various methods used to compute full-time equivalent and the differing difinitions of "part-time" at each institution, it would be impossible to make comparisons on the basis of reported size. Therefore, no comparisons using enrollment as a factor were make.

In mailing the questionnaires to the deans, a stamped, self-addressed envelope was included. The completed questionnaire could then be returned without either trouble or expense

to the schools. However, United States stamps were placed on the return envelopes sent to the Canadian schools accredited by ALA. The fact that these stamps could not be used by the Canadians to return the questionnaire was pointed out to the researcher by a Canadian dean. In these few schools, the mailing expense was borne by the school.

Several of the questionnaires from both deans and presidents included comments which suggested that certain questions were invalid, or did not fit the situation at their school. In doing survey research there is always the danger of over generalization in questions. Comments were noted and in most instances were a result of the misreading of a question. In no case did it appear that it was the structure of the question which caused the problem, as most of the respondents answered correctly. Minor problems with individual questions and cautions as to the number responding to individual questions, will be discussed with that particular question as the report progresses.

THE QUESTIONS

The questions from both questionnaires have been assigned to one of the three broad topics covered in this report: the structure, the activities, and the relationships of library school student associations. Each of these topics will be covered in turn, reporting on the results of those questions assigned to that topic. Each question or paired questions for a given topic will be presented, the results tendered, problems noted, and conclusions drawn.

Questions numbered 1, 2, and 3 on the dean's questionnaire deal with the lack of a student association and were answered only by those five schools not having student associations. They are presented in this section immediately below.

Deans' questionnaire, question number 1:
"Do you have a library school student association at your school?"

a. Yes _____ b. No _____

As noted before, 46 questionnaires were returned by the deans and 41 of these reported having student associations. If one projects this percentage (41 of 46 = 89%) against the total universe of 53 schools, one can estimate that there are

about 47 student associations in all.

Deans' questionnaire, question number 2:
"Have you ever had such an association at your school?"
a. Yes ____ b. No ____
This question was to be answered only by those schools not having student associations (5). Of the five reporting not to have student associations, three reported having had associations in the past, two reported to never have had a student association at their school. Of the two schools reporting never to have had a student association, one was a newly accredited school on the West coast and one an older university in the deep South.

Deans' questionnaire, question number 3:
"If such an association has existed in the past, to what cause(s) would you attribute its demise?"
a. student apathy___; b. problems of continuity___; c. poor leadership___; d. faculty or admistration displeasure ____; e. splitting into several groups___; f. other(s)____;
Of the three schools reporting that they had had student associations in the past, one school cited student apathy and problems of continuity as the reasons for the demise of the student association. The second school reported that the downfall of the association had been caused by student apathy, problems of continuity, and poor leadership. This

school also noted that "the faculty regrets the demise of the L.S. Student Association since it was an effective channel of communication." The third school reported that, "as for our school, we no longer have a Student Association since the new Charter and By-Laws of the University have created a "Joint Committee" of faculty and students where any and all issues of interest to the students may be debated."

STRUCTURE OF STUDENT ASSOCIATIONS

The questions given below are paired questions which will be discussed here. Questions from the president's questionnaire are numbered 1, 2, 4, 5, 9, 15 and paired with numbers 6, 7, 9, 10, 11, 12 from the dean's questionnaire. The following questions from the president's questionnaire are unpaired: 3, 6, 7, 8, 10, 11, 12, 13, 14, 27 and on the dean's questionnaire question 8 is unique.

Deans' questionnaire, question number 6: (paired)
"Which of the following do you supply the student associations?"
a. office space__; b. telephone__; c. office supplies__; d. money__; e. secretarial help__; f. duplicating facilities__; g. nothing__; h. other(s)_____

Presidents' questionnaire, question number 1:
"Does your school make any of the following facilities available to the library school student association?"
a. office space__; b. telephone__; c. office supplies__; d. discretionary money__; e. secretarial help__; f. duplicating facilities__; g. nothing__; h. other(s)____

These questions were paired so that the true extent of the support given by library schools to student associations could be gauged. The deans' responses to this question show

that all items are given at one place or another but that there are more favored items among the group. The items in order of favor are: duplicating facilities (37), office supplies (31), secretarial help (21), office space (18), telephone (15), money (6). Items included under "other" by the deans included meeting rooms (3) and postage (1). Two deans reported that they give nothing to their student associations. Of course there is a great deal of variation among the schools in the number of items supplied. One item is given by 2 schools, 2 items by 8 schools, 3 items by 14 schools, 4 items by 8 schools, 5 items by 6 schools, and 6 items by 1 school. One school replied: "We have paid the expenses (full) of the four officers to attend either the Los Angles or the Dallas ALA (three went to Los Angles) and to attend the state Library Association meetings."

The response from the presidents' group to their question on this matter produced rather interesting results. In almost all cases the president reported that they were receiving more than the dean at that school had said they were given. In only three cases was there a great difference between what the dean said he was giving and what the president said they were receiving. In one of these cases the dean claimed he was supplying 3 items, the president claimed he was receiving none; in a second case the dean claimed he was giving 6 items, the president reported he was getting only 2; in the third case the dean reported he was giving 3 items, the president reported to be receiving

only 1.

Deans' questionnaire, question number 7: (paired)
"Of those not now provided, which would you give if asked by the student association?"
a.__; b.__; c.__; d.__; e.__; f.__; g.__; (refers to items in question number 6)

Presidents' questionnaire, question number 2:
"Have you asked for any of the above and been refused?"
(refers to items in presidents' question number 1)
a. Yes___; which of the above a.b.c.d.e.f.g.h. (other)
b. No ___;

The response to this question is very interesting. Of the 46 questionnaires returned by deans, 23 did not answer this particular question. No other question had such a low response rate. Of the remaining 23 deans, 4 reported that they would offer office space if asked; 4 reported that they would give telephones if requested; 3 reported that they would aid with office supplies if requested; 4 deans replied that money would be given if asked; 3 deans would offer secretarial help upon request. The remaining 5 deans reported that nothing further would be given if requested. Of the 5 deans who would not give any further aid, all were already giving 3 items from the list to their student associations.

As for the response to the presidents' question, 22

officers replied that they had not asked for additional aid from the school administration. One might assume (a) need for the additional items did not exist or (b) officers hesitated to ask for additional support.

Three presidents had asked for further aid and been refused. In one case the association was receiving 3 items and requested 2 additional; the second association was receiving 2 items and had been refused 1 additional; the third association was receiving 5 items and was refused a 6th. In all three cases the dean of the school had reported on question 7 of his questionnaire that he would give no further aid.

Presidents' questionnaire, question number 3:(unpaired) "Does your student association have a written constitution?"

a. Yes___

b. No ___

Of the 26 questionnaires returned from presidents, 23 reported the existence of written constitutions or by-laws for the student association. The remaining 3 presidents reported that they did not have such, but 2 of these were at schools recently accredited by ALA. This response would seem to point up the fact that student associations have found that constitutions were necessary or useful in conducting their business and solving the problems involved in running an organization with the high turn-over characterized by these

groups.

Deans' questionnaire, question number 9: (paired) "Do representatives of the student body serve on committees with the faculty?"

a. Yes___ Which of the following? 1. instruction___; 2. research___; 3. doctorate___; 4. admissions and awards___; 5. curriculm___; 6. library___; 7. grievance___; 8. Examinations____; 9. other(s)___

b. No ___ Why not_____

Presidents' questionnaire, question number 4: Question worded exactly as deans' question number 9 above.

This question offers quite a problem. Because each school calls it's committees by different names and these committees having had varying functions, the usefulness of this question is in doubt. This is a situation where the survey approach was not able to cope with the varying conditions and definitions possible within the universe. However, several conditions can be noted. First, students serve on all types of committees. Again there is a range of schools -- schools where students serve on all committees to schools where students serve on no committees. Secondly, some kinds of committee memberships are more readily given to students than others. The committees which students are readily admitted membership on <u>appear to be</u> the least important and powerful in terms of the total picture. These com-

mittees are library, curriculm, and grievance. One might assume from this that these less important (relatively) committee memberships are given to the students as a sop to student demands for some control. Comments by deans range along a continuum from strong support of student membership on all committees to those stating students have neither the time nor the expertise for such committees.

Deans' questionnaire, question number 10: (paired)
"How are student committee members chosen?"
a. elected by student body___; b. appointed by the dean___;
c. appointed by student association___; d. selected by faculty members of the committees___; e. other___

Presidents' questionnaire, question number 5:
Question worded exactly as deans' question number 10 above.

The most popular method for selecting the student members to serve on library school committees is to have them appointed by the officers of the student association. A method used by only slightly fewer, is to elect the student members. It should be noted that some schools use more than one method to fill such committee seats. At 3 schools the dean picks the student members of some or all of the committees on which students have a seat(s).

Presidents' questionnaire, question number 6: (unpaired)

"Do students represent a majority on any of the committees?"

a. Yes___Which?

b. No ___

Of the 22 presidents answering this question, 19 reported that students do not form a majority on any of the committees at their schools. The 3 remaining presidents report as thus: at one school students have a majority on the "Fundamentals" (the core courses) committee; at the second school the president notes that students hold a majority on the library committee and student affairs committee; and at the last school the president reports that the students have a majority "on almost all committees."

Presidents' questionnaire, question number 7: (unpaired)

"Does the student association collect dues?"

a. Yes___How much per member?_____

b. No ___

Twenty-five of the 26 presidents who returned questionnaires responded to this question. Of this number. 16 reported they did not collect any dues, while 9 replied that they did collect dues. Dues ranged from $1.00 per semester to $3.00 per year. At some schools only those who pay their dues are considered members of the student association. Also at some schools the administration assists by collecting the dues in the form of student fees which are then turned over to the student association. This would help to streng-

then the position of the student association by giving it a sound financial base and making membership synonymous to registering in the school.

Presidents' questionnaire, question number 8: (unpaired) "If no dues are collected, how does the association pay for it's activities?"

Five of the schools that do not collect dues report that funds are raised through the sale of coffee at their schools. One school holds a book sale which brought in quite a sizeable amount of money. Three of the schools receive money from the general university student government. One school reports that its student association is budgeted $100.00 by the dean. It should be again noted that under deans' question numbered 6, 10 deans reported that some funds are made available to the student associations at their schools. Four of the presidents reported that activities are funded on a "pay-as-you-go" basis which was termed "a very unsatisfactory method" by 1 of this group. Another student association sadly quipped "We run a very, very low budget association."

Deans' questionnaire, question number 11: (paired) "Does the student association have a faculty advisor?"
a. Yes____ What is the advisors role and authority?

b. No ___

Presidents' questionnaire, question number 9: Question worded exactly as deans question number 11 above.

By a margin of almost two to one both groups report that the student association at their schools have a faculty advisor. The deans view the role of the advisor as advisory (16), as a liaison between the students and faculty(6), and as a means of bringing some continuity to the student association (2). The presidents view the role of the faculty advisor as more of an advisory nature, as a smaller percentage cited the liaison aspect of the position. As far as the authority aspect, only one comment was received: "Approves expenditures in theory. In fact....exercises no authority."

Presidents' questionnaire, question number 10: (unpaired) "Are all students in the library school automatically considered members of the association?"

a. Yes___

b. No ___ Please explain_____

Only 4 of the 26 presidents responding to this question replied that not all students are considered members of the student association. Of these 4, 3 cited the need to pay dues as prerequisite to organization membership and the fourth did not explain.

Presidents' questionnaire, question number 11: (unpaired) "What is the structure of offices of the student association at your school? (i.e. President, Vice-President, Sec., etc,)"

Twenty-two of the presidents reported that the association at their school had the standard structure of President, Vice-President, Secretary, Treasurer (or Secretary-Treasurer) as the executive body to govern the association. Three other associations had a different structure which might be worth noting. "Nine Council members are elected at large, nine more appointed by the council- they organize themselves as they see fit-usually a President, Secretary, and financial officer." A second school had this organization: "President, Vice-President, Secretary-Treasurer, plus four elected members that make up an executive board." A Northeastern school had this rather interesting structure: "President, Vice-President, Secretary, Treasurer, Members-at-large, (one member-at-large for each 50 students). This body comprises the Student Council which is the governing body of the student association."

Presidents' questionnaire, question number 12: (unpaired) "How do the main officers of the association come into power?" a. elected by student body___; b. appointed by the dean___; c. picked at random___; d. other___

All but two associations hold direct elections for the main officers of the student association with all students

eligible to vote. At one school "a committee of seven is elected by the student body-then the officers are elected by the committee." The other school has this system: "The executive committee (those students showing active interest by attendance at meeting, etc.) elect the officers-all students are considered members of the executive committee if they attempt to take an active role."

Presidents' questionnaire, question number 13: (unpaired) "If the officers are elected in some manner, could you explain how they are nominated?"

The majority of the associations hold open nominations for major offices. Ten associations report that they choose nominees for offices at general meetings of the student body. Eight others report that nominations are held in an open manner, usually with a nominations box or some similar device. At 6 schools the association has a nominating committee which chooses those who will run in the election. These comments help to explain the process: "A nominating committee (composed of volunteers) produces a slate of candidates"; "By a nominating committee led by one of the Executive Committee members who chooses students to help with committee work - this committee solicits nomination suggestions as well as suggests nominees."; "By nominating committee appointed by Executive Board". From these comments the variety of methods used can be noted.

Presidents' questionnaire, question number 14: (unpaired) "Who may vote for officers if elections are held?"
a.____all students; b.____students and faculty; c.____ other_____

Twenty-three associations report that all students may vote in elections for officers. One association reported that only members of the student association may vote. Two associations did not respond to the question.

Deans' questionnaire, question number 12: (paired) "What official authority (if any) do you as dean have over the student association?"_____

Presidents' questionnaire, question number 15: "What official authority (if any) does the dean have over the student association?"_____

All 37 of the deans answering this question replied that they had no authority over the student association at their schools. Four deans did not respond to the question.

The presidents of the student associations responded to this question somewhat differently. Nineteen of the presidents agreed that the dean at their schools did not have an authority over the student association. However, 3 presidents reported the dean has some authority in student association matters. Comments received were: "Has the final say"; "Very little direct control but there would be interference if there was a need"; "Theoretically none-

however it is understood that when he speaks, he is not to be opposed. Too much of a students future is dependent on him to oppose him effect'vely." The deans of these 3 schools all reported that they had no authority over the student association. Four presidents did not respond to this question.

Presidents' questionnaire, question number 27:(unpaired) "Does the graduate school at your university have any control over the student ass'n?" a. Yes___ How?_____ _____ b. No ___

Twenty-three presidents noted that the graduate school at their university had no control over the library school student association. One president did not respond to the question. Two presidents reported that the graduate school at their university did have some control over the library school student association. One of these presidents commented: "Must have written constitution, a faculty advisor, and other requirements to use university facilities.

Deans' questionnaire, question number 8: (unpaired) "Does the administrative office of the school retain any of the records of the student association?"

a. Yes___ Which?_____ b. No ___

Seventeen deans reported that they keep some records of the student association in the school offices, 23 reported they did not, and 2 did not respond. Items included such things as minutes of meetings, constitutions, list of officers and committee members, publications,etc. Those schools keeping files offered comments such as: "Records are transfered from class to class"; "Only between presidents"; "Any items given to the faculty advisor..... who is an administrative officer of the school."

ACTIVITIES OF STUDENT ASSOCIATIONS

The questions given below are the questions which will be discussed in this chapter. They are all from the presidents' questionnaire, questions numbered 16, 17, 19, 20, 21 and pertain to the social activities of student associations and means used by presidents to communicate with members.

Presidents' questionnaire, question number 16:
"Does the student association publish or has it published anything in the last year?"

a. Yes___ What?_____ How many?_____

a. No ___

Publication activities were in progress at 17 of the schools, 8 presidents reported no publications, and 1 president failed to answer the question. Newsletters were being published by 12 associations, course evaluations by 6, and handbook-directory type publications by 5.

Presidents' questionnaire, question number 17:
"Has any contact with another library school student association been made in the last year?"_____

The presidents at 13 schools reported that some contact

had been made with another library school student association during the preceding year. No contact with other associations was reported by 12 presidents, and 1 president did not answer the query. Most contact consisted of the exchange of newsletters with other associations though activities such as joint parties and lectures, and a few questionnaires were mentioned by several association presidents.

Presidents' questionnaire, question number 19:
"Has the library school student association sponsored any of the following during the past year? How many of each?"
a.___party; b.___dance; c.___trip; d.___speaker;
e.___picnic; f.___informal coffee; g.___dinner; h.___other
_____

All events mentioned were being held at one school or another. However, certain activities were more highly favored. Parties, speakers and coffees were far out in front as the most popular. There was also a great difference from one school to the other as to the number of activities sponsored. At one extreme are associations which sponsored no activities or merely a coffee or two, on the other extreme were those associations sponsoring all types of activities multiple times.

Presidents' questionnaire, question number 20:

"What channels of communication do you use to communicate with the student body as association president?"_____

More than one method is used by most of the presidents, but some methods were more often used than others. Methods in order of the most use were; bulletin boards (20), meetings (12), word-of-mouth (12), student newsletter (8), student mail boxes (7), memo read in classes by the faculty (3).

Presidents' questionnaire, question number 21:
"Is this communication on a regular basis?"
a. Yes___ b. No___ How often?_____

Only 9 presidents reported that communications with the student body were on a regular basis. Sixteen of the presidents reported it was not on a regular basis and could best be described as "irregular and issued only as needed."

RELATIONSHIPS OF STUDENT ASSOCIATIONS

The questions given below are the paired questions which will be discussed in this section. From the presidents' questionnaire, questions numbered 18, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36 are paired with questions 18, 19, 20, 21, 4, 22, 23, 15, 16, 7, 24, 25, 26, 27, 28 from the deans' questionnaire. Questions from the deans' questionnaire unpaired and dealt with here are numbers 13 and 14.

Presidents' questionnaire, question number 18: (paired) "Do you think library school students should attempt to form some sort of national organization or federation?"

a. Yes___ Should membership be limited to library school students?_____

b. No ___ Why not?_____

Deans' questionnaire, question number 18:
Question worded exactly as presidents' question number 18 above.

Seventeen presidents felt that library school students should form some sort of national organization. Fifteen of the 17 in favor of organizations would limit membership to library school students. One did not specify and 1 would

not limit membership to library school students.

Eight presidents did not feel that library school students should attempt to form a national organization. Arguments against such an organization were typified by comments such as: "Membership would be transient - no continuity."; "Their time as students is short, and memberships in related organizations open."; "Students should join the various national professional associations since it is such a short time until a student becomes a practitioner."

Whereas the majority of the presidents were in favor of a national student organization, the majority of the deans were against such a plan. Twenty deans were against such an organization, only 11 in favor, and 5 did not reply. These comments from the deans against such an organization help explain their reasoning: "They have other alternatives which appear more viable--JMRT, Beta Phi Mu, etc."; "Lack of time for this activity."; "They could be more effective as members of the Junior Members Round Table."; "What is to be gained?"; "Problems are local in nature."

Presidents' questionnaire, question number 22: (paired) "Do you feel the presence of a doctoral program would (does) make for a stronger student association?"

a. Yes___ b. No ___ Comments_____

Deans' questionnaire, question number 19:
Worded exactly as presidents' question number 22 above.

It should be noted at this time that several respondents misinterpreted this question. It was hoped that even though a doctoral program did not exist at a particular school, the dean or president would make a guess as to the effect of a doctoral program on the then existing student association. Those schools having doctoral programs did not face this problem, and were able to interpret the question properly. Thus several individuals did not respond to the question or did not answer in a usable fashion.

The presidents, as a group, did not feel the presence of a doctoral program would strenghten student associations. Only 7 of the 20 responding thought such programs would make associations stronger. Six did not reply or reply properly. These comments were received: "Doctoral students have not participated very much."; "Doctoral students are frequently more concerned with other things than student associations."; "We have several doctoral students on our Executive Committee. They provide for some degree of continuity."; "Four of eighteen Council members are D.L.S. candidates -for the most part they are a real strength..."; "As I view the proposed doctoral program here, doctoral candidates will have problems quite different from those of the other students. I do not see how they could contribute to our association."; "It would bring more students on campus for longer periods of time --- contact is our biggest problem, since most library school students also work full or part-time and do not stick around."; "Concentration on class work creates

enough apathy now, and a doctoral program would only increase such apathy." The preceding commentary appears to prove nothing --- presidents at schools now having doctoral programs disagree as to whether such programs add support to student associations; presidents at schools not having doctoral programs disagree as to the probable effect of such.

The majority of the deans felt the presence of a doctoral program would strengthen student association. This is in contrast to the presidents' view and they scored 19 believing it would strengthen, 12 believing it would not, and 11 not replying or replying incorrectly. Representative comments received from deans include the following: "Our doctoral students decided two years ago to form their own separate association, with their own officers."; "If not completely dominated by the advanced group."; "Gives continuity and more experience."; "Doctoral students have made a greater commitment and stand in an intermediary position..."; "Doctoral students usually prefer to have their own separate organization." Again there appears to be a division of opinion.

Presidents' questionnaire, question number 23:(paired) "Do you think A.L.A. and other professional organizations are doing enough for library school students?"

a. Yes___ b. No___ Comments_____

Deans' questionnaire, question number 20:

Worded exactly as presidents' question number 23 above.

The presidents, by a large majority, were unsatisfied with A.L.A.'s support of library school students. The vote was 5 yes, 20 no, 1 no answer. Comments were received from so many presidents only a few can be presented. "The A.L.A. Students-to-Dallas program is a good idea, but some attempt should be made to encourage students to take advantage of student membership rates at the start of the students graduate school experience. Also, memberships should be processed more quickly."; "Besides the trip to Dallas and one national scholarship, what do they do?"; "I'd like to see a greater attempt to get the student body out to attend meetings, get involved in professional affairs; kept informed of new developments."; "Little effort has been made to involve students actively in professional organizations. A.L.A. Students-to-Dallas is a beginning but it needs to continue."

The deans were not quite as critical as the presidents of A.L.A.'s effort to help library schools students. Seventeen deans thought A.L.A. was doing enough for the students, 20 deans felt they were not aiding the students sufficiently.

Comments received from deans included: "A.L.A., despite its claims, has shown little <u>real</u> interest in library education."; "They could do more to raise money for student aid."; "Anything further should be done by students and not by outside organizations."; "Students-to-Dallas is a breakthrough."; "They are trying."; "More scholarships needed."; "A.L.A. should do more to involve students in association

activities."; "Stronger association scholarship help, more encouragement and information on how to become involved in A.L.A.. Students-to-Dallas program was very good."; "The Students-to-Dallas is an excellent project and I hope it may be continued. Students are welcome at A.L.A. meetings." The deans thus present a wide spectrum of opinion on A.L.A.'s involvement with library school students.

Presidents' questionnaire, question number 24: (paired) "Do you feel the library school student association at your school has been effective this past year?"

a. Yes___Why?_____b. No___Why not?_____

Deans' questionnaire, question number 21:

Worded exactly as presidents' question number 24 above.

Nineteen of the 26 presidents felt that the student association at their schools had been effective in the past year. These comments received from presidents better explain their feelings: "We got student representatives on the schools admissions committee and introduced some reforms in the handling of student files."; "More effective than before, but the dean sets limits."; "It was there when needed to calm situations and straighten out confusions. It also provided a means of personal communication between US and THEM."; "Students have won active voice in curriculum committee."; "Feedback from faculty and students indicate the atmosphere in the library school has changed...not quite so

apathetic."; "Students have grown more negative and the faculty has become to defensive to listen to legitimate complaints."

The deans overwhelmingly felt that the student association at their schools had been effective. Only 3 deans were unsatisfied with the effectiveness of the association at their schools in the past year. Two deans commented: "Student apathy and lack of follow through."; "Just the nature of the student body this year. Not very interested in association despite attempts to arouse interest by meetings, coffee hours, seminars, picnics."

Presidents' questionnaire, question number 25: (paired)
"Do you feel library school student associations are needed?"
a. Yes___ b. No___ Comments_____

Deans' questionnaire, question number 4:
Worded exactly as presidents' question number 25 above.

Every single president responding felt that library school student associations were needed. Several offered comments: "Such associations could involve students more in the profession, above and beyond class work."; "Communication between students and the administration is always desirable. The student association facilitates this."; "To provide a feeling of professional identity."; "Even when very little is actually done, such organizations can provide the framework for channeling student complaints and suggestions to the faculty and administration -- such a

safety value is extremely valuable in these agitated days."

All the deans but 4 were in agreement as to the need for student associations. Three did not answer the question, and one was "uncertain". However, comments received from some deans suggest less than total support: "Useful, and serve some good purposes, but schools existed quite well even before and/or without such association."; "Depends on their objectives and scope."; "Uncertain - can provide good communications with faculty, yet on the other hand can be a mouthpiece of an unrepresentative or energetic few." On the other hand many deans offered comments expressing greater support for student associations: "Very useful to me as director to have a responsible student viewpoint."; "I can not imagine directing the school without one."; "It strengthens the faculty-student relationship and provides the student body with official channels through which their opinions can be voiced." Thus, although almost all deans felt there was a need for student associations, support of associations runs from shallow to deep.

Presidents' questionnaire, question number 26: (paired) "Do you feel that the personality of the 'average' library school student prevents or hinders them from forming strong student associations?" Yes___ No___ Comments_____

Deans' questionnaire, question number 22:
Worded exactly as presidents' question number 26 above.

This question raised quite a storm of protest from some presidents and deans. They remarked that there was enough sterotyping of librarians that was false, that there was no "average" library school student, etc., etc. The researcher does not believe all library school students are homogeneous by any means, but that perhaps librarianship attracts persons with similar traits and personality types. This would no doubt hold true for many occupational groups. Again this does not mean that all library school students would possess this or that trait, some would not, but that taken as a group they tend to exhibit certain qualities. The aim of the question thus was to determine if the personality traits (whatever they were) of library school students had any perceivable effect on the ability to form strong student associations.

The presidents were almost evenly divided on this question. The score ran 13 "yes", 11 "no", 1 no answer. Comments received from presidents included: "The majority appear pretty passive and/or apathetic..."; "They are not particularly aggressive and tend to be loners."; "Apathy rules unless stamped out."; "They're apathetic beyond belief..."; "We have no 'average' library school student here. We have a lot of dynamic students but all with differing personalities and appeareances."; "Too many do not want to get involved in anything - many lack any commitment to the profession they are entering. Many have no interest in the real world.

The deans were much more decisive in their voting: only 8 checked "yes", while 30 checked "no", and 3 did not reply. Comments received included: "I can't really conceptualize an "average" student these days."; "Practical time problems are more of a factor than personality."; "Ours is fairly strong and has considerable participation but many students are passive."; "Our physical facility promotes informal, friendly student-faculty and student-student relationships."

Presidents' questionnaire, question number 28: (paired) "Do you feel your library school student association should take a stand on social and political issues?"
a. Yes___ b. No ___Comments_____

Deans' questionnaire, question number 23:
Worded exactly as presidents' question number 28 above.

The vote by the presidents was 10 in favor of associations taking a stand, 14 against, and 2 not answering. Several presidents commented: "But band-wagonism should be avoided"; "We are presently considering formation of an SRRT affilate...."; "We expressed concern over the loss of Canadian publishing firms to foreign control."; "We have done some lobbying in regard to library legislative matters; firmly condemned the Cambodian horror and sent representatives to see officials in Washington about it; and have protested formally against several local library actions."

The deans vote was 11 in favor of stands, 17 against,

12 not answering. Comments received from deans included: "Depends- i.e. Cambodia, yes; abortion, no."; "They would be better employed in the limited time available in preparing themselves for a new career."; "There are many many opportunities for them to participate in other campus organizations which address themselves to social and polical issues."; There appears to be a sizable attitudinal difference between the deans and presidents on this problem. The deans appear to favor the "neutral organizations, active individuals" approach to matters of political and social importance. The presidents (or a group of them) reflect a philosophy which contends that all of life is political and individuals are impotent in political matters today. Both points of view have both young and older advocates; however one would guess that the politicized organization concept is more widely favored by the young and the individual in politics style has more support among older persons.

Presidents' questionnaire, question number 29:(paired) "How would you describe the relationship between the student association and the faculty and administration?"

a. ___co-operative & interested

b. ___friendly

c. ___indifferent

d. ___unco-operative

e. ___hostile

Deans' questionnaire, question number 15:
Worded exactly as presidents' question number 29 above.

The response from the presidents was 17 "co-operative & interested"; 6 "friendly"; 1 "indifferent"; 1 "unco-operative"; 1 no reply. The president reporting an "unco-operative" relationship with the school administration was contradicted by the dean at that institution who thought the relationship was "co-operative & interested." Another president, although claiming the relationship was "co-operative & interested", commented that there was "a good deal of suspicion between the two groups."

The deans expressed greater uniformity: 39 checked "co-operative & interested", 1 "friendly", and 1 "indifferent." Only 1 comment was received from a dean: "I feel a better relationship could not be hoped for. It is excellent."

Presidents' questionnaire, question number 30: (paired)
"If the answer to question number 29 was either unco-operative or hostile, could you explain further?"_____

Deans' questionnaire, question number 16:
Worded exactly as presidents' question number 30 above except for question number.

No dean reported a relationship of unco-operativeness or hostility, thus none answered this question. The 1 president who thought an unco-operative relationship existed between the student association and the school administration

commented: "The administration is fond of the association as 'eyewash', it is something to show visitors and the university administration; however the dean and other faculty members prefer not to be bothered with ideas from the group."

Presidents' questionnaire, question number 31: (paired) "Do you feel a particular faculty member (or a group) has a great deal of unofficial influence over the student association?"

a. Yes___This is one person___; a group___;

b. No ___

Comments_____

Deans' questionnaire, question number 17:

Worded exactly as presidents' question number 31 above.

Eight presidents felt there was some unofficial influence on the student association; 18 did not. Of the 8, 4 felt it was one individual, 4 felt it was a group. Only 1 president offered a comment: "Because we worked closely with the Dean in all matters effecting students, he naturally exercised influence."

Seven deans thought there was some unoffical influence exerted on the student association, 34 did not. Of the 7, 6 felt the influence was exerted by an individual, 1 by a group. No comments were offered by the deans.

Deans' questionnaire, question number 13:(unpaired) "Do you ever officially communicate to the student body through the library students association?"

a. Yes___When?_____How?_____

b. No ___

Thirty-six of the deans reported that they sometimes communicate to the student body through the student association. Five deans reported they did not. The means of communication noted most were meetings (12), memo to student association officers (14), and newsletter (3).

Deans' questionnaire, question number 14: (unpaired) "Do you feel library school student associations could effect greater change by exerting more pressure on the faculty and administration?"

a. Yes___

b. No ___

Comments _____

There was some misunderstanding of the word "pressure" in the question by some of the deans. These deans had visions of students occupying offices, assaulting the faculty, etc. They tended to overreact to the question and made pledges to fight to the end. However, most of the deans understood the question as it was meant to be understood; Would increased organized activity be likely to increase change (no mention is made of progress). Twenty-four of the

deans agreed that such "pressure" would likely produce change, 12 felt it would not, 5 did not reply. Several deans offered comments: "Students are sometimes too polite."; "Our's exercises a good deal of influence - and for the best"; Sufficient as is."; "Our student association makes for a great deal of constructive change in a mature and informed manner. I think they know the faculty would feel that 'pressure' as it is currently being used, would have a constructive effect."

The last part of both the presidents' and deans' questionnaire dealt with the formation of special student groups at library schools. This area was mentioned in passing on page two of this report. The presidents were asked only about the past year - the year they would have knowledge of. The deans were asked about the "past few years" as it was assumed they would have greater knowledge of the immediate past. The following paragraph was inserted before the set of questions on each of the questionnaires:

> "The literature reports the formation of many special groups composed of library school students (e.g. Congress for Change, Student Action Committee, Library Students Organized to Safeguard the Freedom to Read, etc.). The questions below concern the relationship of the regular student association to these special groups."

The questions in this group follow below:

Presidents' questionnaire, question number 22: (paired) "Were any such groups formed at your school during the past year?"

a. Yes___(If "yes" proceed to the next question)

b. No ___(If "no" you are finished - thank you!)

Deans' questionnaire, question number 28:
Worded exactly as presidents' question number 32 above except instead of "past year" inserted was "past few years".

Not one of the 26 presidents returning questionnaires reported the formation of an ad hoc group during the past year. They therefore did not answer questions 33-36 on their questionnaires as these were to be answered only if a new organization had been formed at their school in the past year. Thus they will not be discussed further.

Three deans of the 41 reporting noted the formation of organizations during the past few years which matched the type of organization being investigated. Thus, deans questions numbered 25-28 were answered only by these 3 deans.

Deans' questionnaire, question number 25:
"Was this new group formed because:

a. ___regular student association was considered ineffective

b. ___regular student association dominated by faculty member(s)

c. ___the student association (or majority of the student body) refused to support the goals or methods of the new group.

d. ___other_____

Two of the 3 cited "other" as the reason for formation of the new group, the third dean cited both "d"-other and "a"-ineffectiveness of the student association. Two comments

were received: "International problems; i.e. Cambodia. Students wanted a special non-official action committee."; "Organized as a for-credit seminar. Supplementary rather competitive with the student association."

Deans' questionnaire, question number 26:
"Does this new group still exist?"
a. Yes___Name & purpose of group_____
b. No ___

Two deans reported that the new group still existed, the third reported it did not. The new groups still in existence are the Congress for Change and Library Science Students for Peace and Justice. In neither case did the dean report the purpose of the group.

Deans' questionnaire, question number 27:
"If such a group now exists at your school, how would you describe the relationship of the regular student association to it?"
a. ___co-operative and interested
b. ___friendly
c. ___indifferent
d. ___unco-operative
e. ___hostile
Comments_____

Of the 2 deans with new association still in existence, 1 did not answer, and 1 cited "a"-"co-operative and interested."

Deans' questionnaire, question number 28:
"If such a group now exists at your school, how would you describe the relationship of the school administration to it?"

a. ___co-operative and interested

b. ___friendly

c. ___indifferent

d. ___unco-operative

e. ___hostile

Comments_____

Of the 2 deans with new associations still in existence at their schools 1 reported "a"-"co-operative", and the other reported "b"-"friendly". No comments were received.

SUMMARY

This research can not be considered conclusive evidence as to any of the questions raised. Problems of research design, question design, and sample size prevent it from claiming scientific sanction. It is, however, the only known work on the topic and certainly its results can lead future researchers into more detailed and useful exploration of the subject.

From the results one can draw a composite picture of the situation as reported by the questionnaires, giving <u>overall</u> trends.

1.) Library schools are giving adequate material support (paper, use of office machines, etc.) to student associations. Most presidents are satisfied with the level of support and most deans would meet some additional requests.

2.) Student associations tend to be structured organizations with written constitutions and/or by-laws. Elections and nominations for the most part are held in an open, democratic fashion, and fill the standard set of offices so common in American organizations--President, Vice-President, Secretary, Treasurer (or Secretary-Treasurer).

3.) Financial problems appear serious although several

associations are on firm ground due to Student Government or University funding. Others limp along on special sales (coffee, books, etc.), small dues, and pay-as-you-go activities. This state is probably the main reason that associations have suffered poor support from student bodies.

4.) Although set in the formal university setting and in most cases having a faculty adviser, and accepting university supplies and funds, both deans and presidents agree student associations exercise a great deal of freedom, with little formal control from either deans or graduate schools. There appears to be some amount of informal control wittingly or unwittingly exercised by deans by virtue of their positions and the students insecure role in the power structure.

5.) Student associations have gained some access to the power structure of the library school through the appointment of students to various school committees. They almost never form a majority on a committee however, and are likely to be allowed only on "safe, relatively unimportant" committees. Communication between student association presidents and student bodies tends to be irregular and takes many forms.

6.) There is division of opinion among both deans and presidents about the need for a national student federation and the effect of doctoral programs on student associations. There is general agreement that A.L.A. is not

doing enough to aid library school students. Both deans and presidents felt that student associations had been effective during the past year. There was some strong agreement that student associations were needed, although sprinkled with doubts from some deans. There was great division over the hypothesis that the personality of the "average" library school student might have an effect on the strength of student associations.

7.) There was sharp division over the question of student associations taking stands on social and political issues. Some deans felt greater pressure, if exerted with restaint by student associations, would increase change. Both deans and presidents felt the relationship between student associations and school administrations was a good one.

This composite, of course, represents a generalization. Yet it quite fairly represents the results of the study. Further research in this area could increase our knowledge of the relationships greatly. Although library school student associations do not hold the future of American librarianship in their hands, they do exist, they do function, and they do have an effect on library education in America.

APPENDIX

School of Library Science
University of North Carolina
Chapel Hill, North Carolina
27514

Dear

I am engaged in a research project under the direction of Dr. Kenneth D. Shearer, Jr., Assistant Professor of Library Science and Research Associate in the Institute for Research in the Social Sciences. The aims of this research are to compile a profile of the structure, activities and relationships of library school students associations. The scope of this research does not include such organizations as A.L.A. Junior Members Round Table, Beta Phi Mu, or ad hoc committees formed in times of crisis. It is interested only in "regular" student associations as they exist in most library schools. Questionnaires are being sent to A.L.A. accredited library schools and to the presidents of student associations at these schools. You can be assured that answers will be kept confidential and in no way connected to a particular school or individual.

The literature on library school student associations is very sparse -- your returned questionnaire will be greatly appreciated. Please complete it as soon as possible. Thank you.

Sincerely yours,

Richard Eggleton

NOTE

On the enclosed postcard please print the name and permanent home address of the student (or ex-student) who is (was) president of the library school student association at your school during '70-'71 academic year or the greater part of the '70-'71 academic year. This information is needed so that a questionnaire may be sent to these people. If you would fill out the card and mail it right away I would be very grateful. Again thanks!

Directions

Please fill out as completely as possible -- your comments are appreciated but not needed to complete this questionnaire. However, feel free to comment on any section or to add further comments on the back.

* A COPY OF THE STUDENT ASSOCIATION CONSTITUTION AND ANY PUBLICATIONS OF THE STUDENT ASSOCIATION WOULD BE APPRECIATED IF AVAILABLE *

---

1. Do you have a library school student association at your school?

   a. Yes___(If "yes" proceed to question number 4

   b. No ___(If "no" please answer questions 1-5 only)

2. Have you ever had such an association at your school?

   a. Yes___

   b. No ___

3. If such an association has existed in the past, to what cause (s) would you attribute it's demise?

   a. student apathy___; b. problems of continuity___;

   c. poor leadership___; d. faculty or administration

   displeasure___; e. splitting into several groups___;

   e. other(s)_____

4. Do you feel library school student associations are needed?

   a. Yes___; b. No ___;

   Comments:_____

5. What is the enrollment at your school?

a. Full-time equivalent _____

b. Real full-time _____

c. Part-time _____

6. Which of the following do you supply the student association?

a. office space___; b. telephone___; c. office supplies__;

d. money___; e. secretarial help___; f. duplicating

facilities___; g. nothing___; h. other(s)_____

7. Of those not now provided, which would you give if asked by the student association?

a. ___; b. ___; c. ___; d. ___; e. ___; f. ___; g. ___;

8. Does the administrative office of the school retain any of the records of the student association?

a. Yes__Which?_____

b. No ___

9. Do representatives of the student body serve on committees with the faculty?

a. Yes___ Which of the following? 1.instruction___;

2. research___; 3. doctorate___; 4. admissions

& awards____; 5. curriculm___; 6. library___;

7. grievance___; 8. examinations___; 9. other(s)

_____

b. No ___ Why not?_____

10. How are student committee members chosen?

a. elected by student body___; b. appointed by the dean__;

c. appointed by the student association___; d. selected

by faculty members of the committees___; e. other_____

_____

-3-

11. Does the student association have a faculty adviser?

a. Yes___ What is the advisers role and authority?___

_____

b. No ___

12. What official authority (if any) do you as dean have over the student association?

_____

13. Do you ever officially communicate to the student body through the library students association?

a. Yes___ When?_____How?_____

b. No ___

14. Do you feel library school student associations could effect greater change by exerting more pressure on the faculty and administration?

a. Yes___

b. No ___

Comments _____

15. How would you describe the relationship between the student association and the faculty and administration?

a. ___co-operative and interested

b. ___friendly

c. ___indifferent

d. ___unco-operative

e. ___hostile

Comments_____

16. If the answer to question number 15 was either unco-operative or hostile, could you explain further?

_____

17. Do you feel a particular faculty member (or a group) has a great deal of unofficial influence over the student association?

a. Yes___ This is one person___; a group___

b. No ___

Comments_____

18. Do you think library school students should attempt to form some sort of national organization or federation?

a. Yes___ Should membership be limited to library school student?_____

b. No ___ Why not?_____

19. Do you feel the presence of a doctoral program would (does) make for a stronger student association?

a. Yes___

b. No ___

Comments_____

20. Do you think A.L.A. and other professional organizations are doing enough for library school students?

a. Yes___

b. No ___

Comments_____

21. Do you feel the library school student association at your school has been effective this past year?

a. Yes___ Why?_____

b. No ___ Why not?_____

22. Do you feel that the personality of the "average" library school student prevents or hinders them from forming strong student associations?

a. Yes___

b. No ___ Comments_____

23. Do you feel your library school student association should take a stand on social and political issues?

a. Yes___

b. No ___

Comments _____

_____

The literature reports the formation of many special groups composed of library school students (e.g. Congress for Change, Student Action Committee, Library Students Organized to Safeguard the Freedom to Read, etc.). The questions below concern the relationship of the regular student association to these special groups.

24. Were any such groups formed at your school during the past few years?

a. Yes___ (If "Yes" proceed to the next question)

b. No ___ (If "No" you are finished - thank you)

25. Was this new group formed because:

a.___ regular student association was considered ineffective.

b.___ regular student association dominated by faculty member(s)

c.___ the student association (or a majority of the student body) refused to support the goals or methods of the new group.

d.___ other_____

-6-

26. Does this new group still exist?

a. Yes___ Name & purpose of group_____

_____

b. No ___

27. If such a group now exists at your school, how would you describe the relationship of the regular student association to it?

a. ___co-operative and interested

b. ___friendly

c. ___indifferent

d. ___unco-operative

e. ___hostile

Comments_____

28. If such a group now exists at your school, how would you describe the relation of the school administration to it?

a. ___co-operative and interested

b. ___friendly

c. ___indifferent

d. ___unco-operative

e. ___hostile

RETURN TO:
Richard Eggleton
School of Library Science
University of North Carolina
Chapel Hill, North Carolina
27514

School of Library Science
University of North Carolina
Chapel Hill, North Carolina
27514

Dear

I am engaged in a research project under the direction of Dr. Kenneth D. Shearer, Jr., Assistant Professor of Library Science and Research Associate in the Institute for Reasearch in the Social Sciences. The aims of this research are to compile a profile of the structure, activities, and relationships of library school student associations. The scope of this research does not include such organizations as A.L.A. Junior Members Round Table, Beta Phi Mu, or ad hoc committees formed in times of crisis. It is interested only in the "regular" student association as it exists at most library schools. Questionnaires are being sent to all A.L.A. accredited library schools and to the presidents of student associations at these schools. You can be assured that answers will be kept confidential and in no way connected to a particular school or individual.

The literature on library school student associations is very sparse -- your returned questionnaire will be greatly appreciated. Please complete it as soon as possible. Thank you.

Sincerely yours,

Richard Eggleton

Directions

Please fill out as completely as possible -- Your comments are appreciated but not needed to complete this questionnaire. However, feel free to comment on any section or to add further comments on the back.

* A COPY OF THE STUDENT ASSOCIATION CONSTITUTION AND ANY PUBLICATIONS OF THE STUDENT ASSOCIATION WOULD BE APPRECIATED IF AVAILABLE *

---

1. Does your school make any of the following facilities available to the library school student association?

   a.___office space; b.___telephone; c.___office supplies;

   d.___discretionary money; e.___secretarial help;

   f.__duplicating facilities; g.___nothing;h.___other(s)

   _____

2. Have you asked for any of the above and been refused?

   a. Yes___ Which of the above? a.b.c.d.e.f.h. (other)___

   b. No ___

3. Does your student association have a written constitution?

   a. Yes___

   b. No ___

4. Do representatives of the student body serve on any committees with the faculty?

   a. Yes___ Which of the following? 1. instruction___;

   2. research___; 3. doctorate___; 4. admissions & awards___; 5. curriculm___; 6. library___;

   7. grievance___; 8. examinations___; 9. other(s)

   _____

b.. No ___ Why not?_____

5. How are these student committee members chosen?

a.___elected by student body; b.___appointed by the dean

c.___appointed by the student association; d.___selected

by faculty members of the committees; e.___other_____

_____

6. Do student represent a majority on any of the committees?

a. Yes___Which?_____

b. No ___

7. Does the student association collect dues?

a. Yes___ How much per member?_____

b. No ___

8. If no dues are collected, how does the association pay for it's activities?

_____

9. Does the student association have a faculty adviser?

a. Yes___ What is the advisers role and authority?____

_____

b. No ___

10. Are all students in the library school automatically considered members of the association?

a. Yes___

b. No ___Please explain_____

11. What is the structure of offices of the student association at your school? (i.e. President, Vice-President, Sec., etc.)

_____

12. How do the main officers of the association come into power?

a.___elected by the student body; b.___appointed by the dean; c.___picked at random; d.___other_____

13. If the officers are elected in some manner, could you explain how they are nominated?_____

_____

14. Who may vote for officers if elections are held?

a.___all students; b.___students and faculty; c.___other

15. What official control (if any) does the dean have over the student association?

_____

16. Does the student association publish or has it published anything in the last year?

a. Yes___What?_____How many?_____

b. No ___

17. Has any contact with another library school student association been made in the last year?

a. Yes___ Who? What? Why?_____

_____

b. No ___

18. Do you think library school students should attempt to form some sort of national organization or federation?

a. Yes___Should membership be limited to library school students?_____

b. No ___Why not?_____

-4-

19. Has the library school student association sponsored any of the following during the past year? How many of each?

a.____party; b.____dance; c.____trip; d.____speaker;

e.____picnic; f.____informal coffee; g.____dinner;

h.____other(s)_____ _____

20. What channels of communication do you use to communicate with the student body as association president?

_____

21. Is this communication on a regular basis?

a. Yes___

b. No ___

How Often?_____

22. Do you feel the presence of a doctoral program would (does) make for a stronger student association?

a. Yes___

b. No ___

Comments_____

23. Do you think A.L.A. and other professional organizations are doing enough for library school students?

a. Yes___

b. No ___

Comments_____

24. Do you feel the library school student association at your school has been effective this past year?

a. Yes___Why?_____

b. No ___Why not?_____

-5-

25. Do you feel library school student associations are needed?

a. Yes___

b. No ___

Comments_____

26. Do you feel that the personality of the "average" library school student prevents or hinders them from forming strong student associations?

a. Yes___

b. No ___

Comments_____

27. Does the Graduate school at your university have any control over the student ass'n?

a. Yes___ How?_____

b. No ___

28. Do you feel your library school student association should take a stand on social and political issues?

a. Yes___

b. No ___

Comments_____

29. How would you describe the relationship between the student association and the faculty and administration?

a.___co-operative and interested

b.___friendly

c.___indifferent

d.___unco-operative

e.___hostile

-6-

30. If the answer to question number 29 was either uncooperative or hostile, could you explain further?

_____

31. Do you feel a particular faculty member (or a group) has a great deal of unofficial influence over the student association?

a. Yes___This is one person___; a group___;

b. No ___

Comments_____

The literature reports the formation of many special groups composed of library school student (e.g. Congress for Change, Student Action Committee, Library Students Organized to Safeguard the Freedom to Read, etc.). The questions below concern the relationship of the regular student association to these special groups.

32. Were any such groups fromed at your school during the past year?

a.Yes___ (If "Yes" proceed to the next question)

b.No ___ (If "No" you are finished - thank you!)

33. Was this new group formed because:

a.___regular student association was considered ineffective.

b.___regular student association was dominated by faculty member(s).

c.___there was no regular student association.

d.___the student association (or a majority of the student body) refused to support the goals or methods of the new group.

e.___other_____

-7-

34. Does this new group still exist?

a. Yes___Name & purpose of the group_____

_____

b. No ___What happened to it?_____

35. If such a group now exists at your school, how would you describe the relationship of the regular student association to it?

a.___co-operative and interested

b.___friendly

c.___indifferent

d.___unco-operative

e.___hostile

36. If such a group now exists at your school, how would you describe the relationship of the school administration to it?

a.___co-operative and interested

b.___friendly

c.___indifferent

d.___unco-operative

e.___hostile

RETURN TO:

Richard Eggleton
School of Library Science
University of North Carolina
Chapel Hill, North Carolina
27514

BIBLIOGRAPHY

"Association of Student Librarians" Assistant Librarian, LVIII (July, 1965), 12-15.

"The New Constituency" Library Journal, XCIV (August, 1969), 2725-39.

"The ALAiad; or, A Tale of Two Conferences" Wilson Library Bulletin, XLIV (September, 1969), 80-82.

"Editorial" Journal of Education for Librarianship, X (Fall, 1969), 75-77.